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EJ739859 -
Putting Doctoral Education to Work: Challenges to Academic Practice

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ERIC #: EJ739859
Title: Putting Doctoral Education to Work: Challenges to Academic Practice
Authors: [Boud, David](#); [Tennant, Mark](#)
Descriptors: [Doctoral Programs](#); [Graduate Students](#); [Graduate Study](#); [Doctoral Degrees](#); [Career Choice](#); [Intellectual Disciplines](#); [Professional Occupations](#)
Journal/Source Name: Higher Education Research and Development
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Publisher: Routledge. Available from: Taylor & Francis, Ltd. 325 Chestnut Street, Suite 800, Philadelphia, PA 19106. Tel: 800-354-1420; Fax: 215-625-2940. Web site: <http://www.tandf.co.uk/journals/default.html>.
Publication Date: 2006-08-00
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Abstract: Professional doctorates designed to meet the needs of particular groups (education, nursing, business, law, etc.) have been established, and the PhD now encompasses a wide range of academic pursuits. However, the combination of the PhD and designated professional doctorates does not exhaust the range of doctoral-level education. Is there a particular role for a doctoral-level qualification for those who do not wish to follow the academic path of the PhD, or the designated path of existing professional doctorates? This paper argues that there is such a need, and identifies and explores some of the issues to be faced in addressing such a need. The paper focuses on three challenges for academic practice in doctoral education arising from this. First, the impetus for new forms of doctoral education is considered and what this implies for the diversity of current provision. Second, the target population for new professionally orientated doctorates is examined, namely "new knowledge workers," those who operate in areas not covered by specialized doctorates and those who wish to negotiate transdisciplinary programs. Finally, the paper examines issues universities face in meeting the needs of new populations of doctoral candidates, particularly the need to develop new academic cultural practices.

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